N.I. Security Qualifications Ltd

Qualification Specification

NISQ Level 4 Award in Safer Learning Environments

Qualification Number – 610/4033/2

Part of the NISQ PETS Programme

FOREWORD

This document is the Qualification Specification for the NISQ Level 4 Award in Safer Learning Environments. It is primarily intended for use by Centres but will also be useful to prospective / registered learners.

The Qualification Specification is a live document and will be updated as required. The most up to date version will always be held on NISQ's website and Centres will be informed when an updated version is posted. It is the responsibility of Centres to ensure that they are using the most up to date version.

The Qualification Specification is copyright to NISQ. It may be reproduced (in whole or part) by Centres for legitimate purposes related to delivery of the qualification.

Any queries should be addressed to:

Director Qualifications Division
N.I. Security Qualifications Ltd
51 Old Ballygowan Road
Comber BT23 5NP

Tel. 02891 871329
Website. www.nisq.uk

VERSION CONTROL

Version No. and Date	Details of amendment(s)
1.0 February 2024	Original
1.1 March 2024	Learner Entry Criteria

Part of the NISQ PETS Programme

Part of the NISQ PETS Programme

1.1 Qualification Objective

The NISQ Level 4 Award in Safer Learning Environments is aimed at recognising, developing, and quantifying the competence of individuals within learning environments. It will provide learners the opportunity to combine specialist security theory and practice which can be adopted to create safer learning environments. Learners will evaluate security scenarios from a teaching (teachers, governors, head teachers as examples) and learning environment (learners/students/pupils) perspective. Learners will also examine the wider context involving social aspects and the impact of current security trends.

1.2 Origin and Development

The NISQ Level 4 Award in Safer Learning Environments has been developed by NISQ in consultation with specialist security operators, managers, employers, and stakeholders who provided subject matter advice, evaluation, and feedback. It is designed to meet the security needs within both the public and private education/learning environment sectors.

The NISQ Level 4 Award in Safer Learning Environments takes a fresh look at a range of learning environments (schools, universities, community groups) and provides security solutions for the 21st Century that recognises the context of evolving threats and time/budget constraints. It is designed to promote the sharing of knowledge, experiences and ideas among learners and encourages research into learning environments and security/safety.

The NISQ Level 4 Award in Safer Learning Environments sits on the Regulated Qualifications Framework (RQF) and is regulated by CCEA Regulation. It is mapped to the National Occupational Standards on Security, Policing, Management and Leadership, the current home office guidelines and is built on the strong ethical values enshrined in the European Convention on Human Rights (ECHR). For information on other security industry qualifications offered by NISQ, visit www.nisq.uk

1.3 Target Audience and Progression Opportunities

The NISQ Level 4 Award in Safer Learning Environments is aimed at those within or seeking employment (or volunteering) in learning environments. It will enable learners to progress within their careers and to move between sectors, adapting new security solutions and principles across a range of learning environments and conditions. It may also provide access to other higher-level qualifications. Potential users include:

- Public sector security services
- Private sector security companies
- Student Teachers,
- Qualified Teachers, within primary, secondary, or higher educational roles,
- Special needs teachers,
- Head Teachers, Principals,
- Governors,
- Education ministers.

Part of the NISQ PETS Programme

1.4 Qualification Structure

The NISQ Level 4 Award in Safer Learning Environments requires successful completion of 3 mandatory unit,

Title	Level	GLH	TQT
Unit 1. Situational Risk Awareness	4	3	12
Unit 2. Countering Subversive and Radicalised Behaviour	4	3	12
Unit 3. Personal Protection	4	2	8
	Required	**8**	**32**

The **Total Qualification Time** is **32** with minimum **Guided Learning Hours** of **8**.

Guided Learning Hours (GLH) is an estimate of the number of hours that a typical learner would spend being taught or assessed under the immediate guidance or supervision of a teacher/assessor.

Total Qualification Time (TQT) is an estimate of the number of hours that it would take an average learner to complete the qualification.   It is made up of Guided Learning Hours together with hours spent in self-study and in completing unsupervised assessment tasks.

1.5 Grading

The NISQ Level 4 Award in Safer Learning Environments is graded Pass/Fail. Learners must obtain a Pass in each unit to achieve the qualification.

1.6 Learner Entry Requirements

Learners must be at least 19 at registration.

Learners must hold a Level 2 RQF qualification (or equivalent), this does not need to be related to this discipline or qualification subject.

Learners must be proficient in both oral and written English, for example:

- Level 2 Essential Skills in communication
- CSE – Grade 1,
- GCSE – Grades 4-9, A*-C.

Prospective learners are required to register directly with NISQ. NISQ may seek additional information to ensure that learners have the potential, including the necessary background knowledge, skills, and experience, to successfully complete the qualification.

SECTION 2: CENTRE REQUIREMENTS

2.1 Centre Approval

Only approved NISQ Centres can offer the NISQ Level 4 Award in Safer Learning Environments. For information on the Centre Approval and Qualification Approval processes, visit www.nisq.uk

2.2 Centre Support

NISQ will provide the following support to Centres offering the NISQ Level 4 Award in Safer Learning Environments:

Part of the NISQ PETS Programme

- Learner registration
- Assignment brief for assessment
- Learner record templates
- Outline of indicative content and suggested teaching approach

Further details are provided in the Centre Guide for Teaching/Assessing the NISQ Level 4 Award in Safer Learning Environments available to approved NISQ Centres.

2.3 Centre Staff Requirements

NISQ requires Centres to have the following staff in place in respect of each qualification cycle for the NISQ Level 4 Award in Safer Learning Environments:

- Qualification co-ordinator
- Teacher (s)
- Assessor (s)
- Internal Moderator

Staff may have more than one role but may not act as Internal Moderator for any unit that they have taught or assessed.   Teachers may act as assessors if they meet the assessor criteria.

Teachers must have:

- Teaching /training qualification (minimum RQF Level 3 or equivalent)
- Minimum of three years' teaching / training experience
- Minimum of eight years' experience in the subject matter of the unit being taught.
- Security clearance to Disclosure Level

Assessors must have:

- A recognised assessor qualification, such as Level 3 Certificate in Assessing Vocational Achievement, or must attend assessor training provided by NISQ.
- Minimum of three years' assessment experience
- Minimum of five years' experience in the in the subject matter of the unit being assessed.
- Security clearance to Disclosure Level

The **Internal Moderator** must have:

- A recognised internal quality assurance qualification, such as Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or must attend internal quality assurance training provided by NISQ.
- Minimum of three years' teaching/training and/or assessment experience
- Minimum of five years' experience within the security industry
- Security clearance to Disclosure Level

Part of the NISQ PETS Programme

2.4 Staff / Learner ratios

The NISQ Level 4 Award in Safer Environments includes the teaching and assessing of practical skills. NISQ requires that the following minimum ratios be adhered to when teaching/assessing practical skills.

Number of Learners	Number of Teachers/Assessors (min)
5	1
10 - 15	2
20	3

2.5 Facilities

Centres must ensure that they have the facilities and equipment needed to deliver the NISQ Level 4 Award in Safer Learning Environments. This includes (but is not limited to) the following:

- A dedicated teaching space appropriate to the number of learners
- Access to a suitable environment / equipment for the teaching / assessing of practical skills.

2.6 Learner Induction

NISQ recommends that Centres provide a short induction to provide information on the qualification and the Centre's delivery approach / timetable. Centres should ensure that learners fully understand what is expected of them and what they will be required to do to achieve the qualification.

2.7 Delivery

The NISQ Level 4 Award in Safer Learning Environments requires the development of knowledge, understanding and practical skills. It is important that throughout delivery learners have an opportunity to consider how the knowledge / understanding gained can be applied in practice to develop safer solutions (for self or others). As such, NISQ expects that Centres will use a range of teaching methods which may include (but is not limited to):

- Teacher led classroom teaching.
- Guest speakers
- Group activities and discussions.
- Reviewing videos
- Demonstrations and practical activities
- Role plays
- Independent research and study
- Presentations

NISQ encourages Centres to provide opportunities throughout delivery of the qualification for the vital sharing of knowledge, experiences, and ideas among learners.

Part of the NISQ PETS Programme

2.8 Learner Progress

NISQ requires Centres to closely monitor the progress of learners undertaking the NISQ Level 4 Award in Safer Learning Environments. This includes maintaining records on progress that should be made available for inspection by the NISQ External Centre Verifier.

SECTION 3: ASSESSMENT

3.1 Overview of Assessment

To obtain the NISQ Level 4 Award in Safer Learning Environments learners must pass each Unit by demonstrating achievement against all the Learning Outcomes and Assessment Criteria.

The assessment methodology for the NISQ Level 4 Award in Safer Learning Environments is specified by NISQ and consists of the following:

- One written assignment covering specified assessment criteria.

- Assessment of practical skills and underpinning theoretical knowledge covering specified assessment criteria.

- A learner reflective log for each unit.

Each learner is required to produce a short portfolio of evidence that holds the assessment records for the assignments, practical skills and reflective logs and the overall learner record of achievement.

3.2 Written Assignments

There is one written assignment set by NISQ and internally assessed / moderated by Centres based on the marking guide provided by NISQ. They cover specified assessment criteria (see Unit Details for further information).

The assignment culminates in learners producing a risk assessment/ plan for a learning environment scenario utilising Safer Learning Environment solution's and is additionally designed to enable learners to demonstrate analysis and problem-solving skills appropriate to a Level 4 qualification. Learners will be required to explain and justify the approach set out in their use of Safer Learning Environments methodology adopted in their plans.

The indicative total word count for the assignments is 2,000 words.

3.3 Practical Skills Assessments

The practical skills assessments are set by NISQ and internally assessed / moderated by Centres. They cover specified assessment criteria (see Unit Details for further information) including both skills–based criteria and related knowledge-based criteria. Learners are required to undertake practical tasks requiring the demonstration of the taught methodology/tradecraft. The primary assessment method for these tasks will be assessor observation however learners will also be required to answer written/oral questions to demonstrate understanding of underpinning theoretical knowledge. NISQ will provide, on request, a set of questions that can be used.

Part of the NISQ PETS Programme

3.4 Written Invigilated Final Examination

Not required.

3.5 Learner Reflective Log

Learners are required to produce a reflective log for each unit that demonstrates their ability to analyse learning content and reflect on the implications for their role. The indicative word count for each unit is 100 words.

3.6 Reasonable Adjustments and Special Consideration

NISQ is committed to complying with equalities legislation and providing access to its qualifications. At the same time, NISQ has a duty to ensure that the integrity of assessments is not compromised.

Applications for reasonable adjustments and special consideration will be considered in line with NISQ Reasonable Adjustments and Special Considerations policy (available at www.nisq.uk).

3.7 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is not permitted for this qualification.

SECTION 4: QUALITY

4.1 Quality Assurance

Centres must pay close attention to the learning outcomes and assessment criteria set out for each unit in in determining whether a learner has met the standard required to pass a unit. The delivery approach should take account of the minimum GLH determined for each unit and be designed to teach the knowledge and skills required to enable the learners to meet the assessment requirements. The needs of individual learners should be considered.

The Centre Internal Moderator has a critical role in quality assuring both the delivery and assessment of the qualification. The Centre Internal Moderator must not be involved in teaching or assessing any units that they are quality assuring.   NISQ expect the Centre Internal Moderator to be closely involved in quality assuring the delivery and assessment of each delivery cycle of the qualification.

An External Centre Verifier will be appointed by NISQ. The External Centre Verifier will review the teaching and assessment of each delivery cycle of the qualification by a Centre. This will include observing teaching and practical assessments, reviewing learner progress reports, sampling assessment evidence and assessment decisions and reviewing the work of the Centre Internal Moderator.

4.2 Complaints and Appeals

NISQ expects that most complaints and appeals from learners will be resolved within Centres. NISQ will only consider complaints or appeals from learners after a Centre's internal process has been completed. Policies and relevant forms can be found at www.nisq.uk.

4.3 Qualification Review

NISQ is committed to the ongoing review of the NISQ Level 4 Award in Safer Learning Environments to ensure it remains fit for purpose. NISQ welcomes feedback from learners, Centres, employers, and other stakeholders about any aspect of the design, delivery, or assessment of the qualification. Formal reviews of the NISQ Level 4 Award in Safer Learning Environments will be conducted at least annually

Part of the NISQ PETS Programme

(due to fluid legislative changes in relation to prescribed weapons, counter terrorism/new evolving threats specific to learning environments).

SECTION 5: UNIT DETAILS

5.1 Unit Information

The NISQ Level 4 Award in Safer Environments has 3 mandatory units.   The following information for each unit is set out in the pages that follow:

- Unit title
- Unit reference
- Level
- Guided Learning Hours (GLH)
- Unit Aim
- Learning Outcomes and Assessment Criteria
- Summary assessment methods

Further information on the teaching and assessment of each unit (including indicative content, mapping to NOS, suggested resources, and assessment tasks) can be found in the Centre Guide for Teaching/Assessing the NISQ Level 4 Award in Safer Learning Environments available to approved NISQ Centres.

Part of the NISQ PETS Programme

Unit Title	Unit 1: Situational Risk Awareness
Level	4
GLH	3
TQT	12

Unit Aim: This unit provides learners with the methods and tradecraft to improve personal security and make better informed security decisions, with the aim of encouraging development of safer security habits across a range of learning environments and conditions. Learners will be required to consider how the methods and tradecraft can be applied in practice to develop safer security solutions (for self or others).

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand situational awareness	1.1 Explain situational awareness. 1.2 Give examples of poor situational awareness. 1.3 Analyse tradecraft to assist situational awareness. 1.4 Analyse personal and situational security risks.
2. Understand threat and risk associated with the Learning Environment	2.1 Explain control measures to reduce the impact of threat and risk. 2.2 Analyse threat and risk assessment models.
3. Be able to carry out a review of the current security situation	3.1 Explain how to carry out a security review. 3.2 Analyse factors to be considered when developing a security review using the IIMARCH model (or similar structure that meets National Occupational Standards).
Assessment Overview: Written assignment: ACs 1.4, 2.2, 3.1, 3.2 Practical skills / underpinning knowledge assessments: ACs 1.1-1.3, 2.1 Learner reflective log 100 words	

Part of the NISQ PETS Programme

Unit Title	Unit 2. Countering Subversive and Radicalised Behaviour
Level	4
GLH	3
TQT	12

Unit Aim: This unit aims to heighten the learner's awareness as to the threat posed by subversive and criminal organisations (in response to Martyn's Law). The learner will be introduced to historical and current radicalisation/recruitment techniques used by a range of criminal and subversive organisations, making the learner better equipped to identify, assess, and report security risks to the learning environment.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand countering subversive and radicalised organisations	1.1 Explain countering subversive and radicalised organisations. 1.2 Describe subversive and radicalised (recruitment) threats to education. 1.3 Implement counter subversive and radicalised solutions to an educational/learning scenario.
2. Be able to evaluate risk dynamically	2.1 Dynamically carry out an evolving risk assessment. 2.2 Problem solve in a time sensitive and stress induced environment.
3. Understand Human Behaviour	3.1 Explain the descriptive model. 3.2 Analyse elements that affect Human Behaviour. 3.3 Critically evaluate risk assessments based on Human Behaviour.
4. Be able to manage the discovery of a prohibited item, weapon, or explosive device.	4.1 Evaluate the threats from a range of items: • Prohibited Items • Offensive Weapons • Explosive Devices 4.2 Manage the response to the discovery of a prohibited item, offensive weapon and or an explosive device.
5.Be able to identify pupils (learners), young people, and children vulnerable to recruitment by subversive/terrorist/organised criminality	5.1 Identify pupils (learners), young people, and children vulnerable to recruitment by subversive/terrorist/organised criminality, consider: • Personal Factors • Group Factors • Community Factors • Socio-political Factors • Ideology Factors • Inhibitors/Catalysts

12

6. Be able to safely control the movement of pupils (learners), young people, and children in the learning environment	6.1 Using foot movement safely control pupils (learners), young people, and children in the learning environment. 6.2 Move pupils (learners), young people, and children in the learning environment to a place of safety.

Assessment Overview:
Written assignment: ACs 1.3,4.2
Practical skills / underpinning knowledge assessments: ACs 1.1,1.2,2.1,2.2, 3.1-3.3,4.1,5.1,6.1,6.2
Learner reflective log 100 words

Part of the NISQ PETS Programme

Unit Title	Unit 3: Personal Protection
Level	4
GLH	2
TQT	8

Unit Aim: The aim of this unit is to provide the learner with the knowledge, understanding, and necessary practical skills to deal with disruptive and violent individuals/groups. The learner will develop conflict resolution skills, from verbal negotiation through to physical intervention, utilising a nationally recognised escalating scale model and a practical intervention system. Learners will be introduced to a range of scenarios requiring dynamic decision making, negotiation skills and specific specialised tradecraft to provide protection for self and others.

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Understand law relating to personal protection	1.1 Summarise legislation, regulations and protocols relating to personal protection (protection of others).
2. Be able to use negotiation skills with a disruptive individual/group	2.1 Manage a disruptive individual utilising negotiation-skills. 2.2 Justify methodology and approaches used.
3. Understand physical intervention	3.1 Explain physical intervention. 3.2 Analyse incidents from the learning environment where disruption scenarios have escalated to physical attack.

4. Be able to utilise specific physical intervention techniques	4.1 Evaluate the physical intervention techniques.
	
	 4.2 Control responses to incidents requiring physical intervention across a range of escalating threats:
	 • Involving alcohol and or drugs
	 • Involving knives specifically
	 • Involving a prohibited weapon
	     ○ Purchased
	     ○ Homemade or adapted.
	
	 4.3 Utilise physical intervention in response to a violent individual.
	
	 4.4 Justify the actions and decisions made.

Assessment Overview:
Written assignment: ACs
Practical skills / underpinning knowledge assessments: All ACs
Learner reflective log 100 words

Part of the NISQ PETS Programme

Creating Scientific Practitioners

To

Ensure Evidence Based

Practice.

Part of the NISQ PETS Programme